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ABSTRACT

Project BEST (Building Energy Systems Technology), a bilingual vocational training program, operated at Oakton Community College between March 1986 and September 1987. The purpose of the project was to provide 60 limited English proficient (LEP) Hispanic and Polish adults with sufficient vocational skills, English language skills, and appropriate support services to enter the heating and air conditioning service field. Adults who qualified for the 15-week, tuition-free program received hands-on instruction in the vocational area, bilingual tutoring, instruction in Vocational English as a Second Language (VESL), instruction in job-seeking and job-retaining skills, job placement assistance, and both personal and career counseling. In the course of 18 months, Project BEST delivered three 15-week training cycles. Of 250 potential students recruited, 61 were selected for training, 55 actually started training, and 42 trainees completed the program, and as of July 6, 1987, 64% of completers had been placed in heating and air conditioning or closely related jobs. This report on Project BEST includes a final performance report, which describes the project and its purpose, the training offered, immediate program outcomes, critical factors affecting outcomes, and long-term program outcomes; and an external evaluator's report on the project, which offers context, input, process, and product evaluations and recommendations for improvement. (EJV)

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ED284625

Project BEST Final Report

I. Final Performance Report
David Pankratz, Project Coordinator

II. Final Evaluation Report
Joan Friedenberg, External Evaluator

Submitted to the
Office of Bilingual Vocational Education,
U.S. Department of Education
September, 1987

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I. Final Performance Report

David Pankratz, Project Coordinator

A. Project Description and Purpose

Project BEST was a bilingual vocational training (BVT) program funded by a grant from the Office of Bilingual Vocational Education, U.S. Department of Education. The program operated from March, 1986 through September, 1987, and was offered by Oakton Community College in Des Plaines, Illinois through MONNACEP, Oakton College's adult continuing education department. The purpose of Project BEST was to provide 60 limited English proficient (LEP), Hispanic and Polish adults with sufficient vocational skills, English language skills, and appropriate support services to enter the heating and air conditioning service field. The immediate goal was to place 75% of trainees in jobs or related career advancement opportunities. The long-term goal of the project was to increase the job stability, earning capacity, and overall career outlook of trainees.

B. Training

Adults who qualified for the 15-week, tuition-free program received hands-on instruction in the vocational area, bilingual tutoring, instruction in vocational English as a Second Language (VESL), instruction in job-seeking and job-retaining skills, job placement assistance, and both

personal and career counseling.

Instruction was competency based, and involved the teaching of skills in the following areas:

Heating and Air Conditioning
- Soldering and Brazing
- Measuring Resistance, Voltage and Current
- Applying Electrical Theory to Circuits
- Using Refrigeration Gages
- Checking and Servicing Refrigeration Systems and Controls
- Replacing and Adjusting Heating Devices

Vocational English as a Second Language
- Language for Job Safety
- Identifying and Describing Tools and Equipment
- Requesting Information
- Giving and Receiving Information
- Clarification
- Job-related Reading and Writing Skills
- Giving and Requesting Locations/Directions
- Socializing
- Telephoning

Job Seeking/Retaining
- New Attitudes in a New Country
- Finding a Job
- Keeping a Job

Bilingual tutoring was provided both in the vocational lab and during the trainees' free time to aid in their comprehension of the technical material. Counseling and job placement services were provided to better enable trainees to complete training and locate employment opportunities.

C. Immediate Program Outcomes

In the course of 18 months Project BEST delivered three 15-week training cycles. Over 250 potential students were recruited by the project. A total of 61 adults were selected for training, 55 actually started training, and 42 trainees completed training. As of July 6, 1987,

64% of completers had been placed in heating and air conditioning or closely related jobs. Several more graduates have been placed/found jobs since July 6, but no exact data is available due to upcoming defunding of the program and the ensuing loss of project personnel.

D. Critical Factors Affecting Immediate Program Outcomes

Project staff became aware early in the grant period that job opportunities for assistants in the heating and air conditioning field were limited. Most employers require either more extensive work experience to hire "assistants" or do not require the services of assistants at all. Furthermore, entry-level jobs which do exist in the field are very seasonal: they correspond to the peak heating and cooling seasons. Thus, the project's initially low placement rate was partially attributable to the fact that it was not possible until late in the grant period to schedule training cycles so that graduation dates corresponded with peak hiring seasons. The job placement rate increased over time as employers became familiar with the project and project graduates' work. Unfortunately, 18 months was barely enough time to establish credibility among employers and further investigate methods to improve placement.

E. Long-term Program Outcomes

In addition to providing 42 program completers with vocational and language skills valuable to them in obtaining quality employment, the project has given those LEP individuals, their families and friends a whole new appreciation for the value of educational programs which can

directly impact on their future. At least four BEST graduates are currently enrolled in two-year associate degree programs, and many are continuing with English as a Second Language classes at Oakton and other institutions. Several graduates have described this program as the "best thing that ever happened to them". Chicago's Hispanic and Polish ethnic communities have made a step forward by integrating a few more of their LEP members into "dominant language" work situations which hold future promise.

Oakton College has benefited from the project by increasing its awareness of the need for making vocational education more accessible to the LEP. The college's English department intends to establish VESL classes adapted to vocational clusters, and hopes to eventually hire a full-time VESL faculty member. The responsible college dean has stated that Project BEST has "created a wave".

Finally, project staff have completed two documents which are valuable to other organizations wishing to provide bilingual vocational training and/or create a VESL curriculum. They are:

Project BEST Program and Curriculum Overview

Project BEST Vocational English as a Second Language Curriculum

These documents have been submitted to the Office of Bilingual Vocational Education, U.S.D.E.

FINAL EVALUATION OF PROJECT BEST

(BUILDING ENERGY SYSTEMS TECHNOLOGY)

BILINGUAL VOCATIONAL TRAINING PROGRAM

OAKTON COMMUNITY COLLEGE

1986-1987

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INTRODUCTION

The purpose of this document is to describe the procedures and results for the external evaluation of the bilingual vocational training program at Oakton Community College, entitled, Project BEST (Building Energy Systems Technology). The evaluation was conducted by Dr. Joan E. Friedenberg, the National Center for Research in Vocational Education, Columbus, OH. The contact person for Project BEST, for the purposes of this evaluation, was Mr. David Pankratz, Coordinator of Project BEST.

Project BEST is a 15 week bilingual vocational training program in heating and air conditioning for native speakers of Spanish and Polish. The fifteen-week training program was offered three times (i.e. in three cycles) during the course of the funding period.

THE CIPP (Context-Input-Process-Product) Model was used as a guide in planning and conducting this evaluation. To facilitate documentation and assimilation by the reader, this report will address each component of the evaluation separately. However, results from all sections will be integrated in the conclusions and recommendations sections.

I. PROGRAM OVERVIEW

In response to the needs for vocational training for LEP adults in Illinois, better rates of employment for LEP persons in the Chicago metropolitan area, and more heating and air conditioning technicians in the Chicago area, MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education Program) at Oakton Community College secured funds from the Office of Vocational and Adult Education, U.S. Department of Education, to offer a bilingual vocational training program in heating and air conditioning technician assistant for LEP speakers of Spanish and Polish.

The program, titled Project BEST (Building Energy Systems Technology), is designed to provide fifteen weeks of training in three cycles to 60 participants (20 in each cycle) over an eighteen-month period. Carl Perkins (i.e. OVAE) funds for the implementation of this program primarily covered the costs for project personnel, including a full-time project coordinator and a part-time VESL instructor, vocational instructor, job developer, bilingual counselor, Spanish/English bilingual tutor, Polish/English bilingual tutor, and clerical assistant. The college provided training facilities, modest office space, and free tuition for trainees.

Seven percent of the students were female and 93 percent were male. Students native languages were Spanish (40 percent) and Polish (60 percent).

II. EVALUATION METHODOLOGY

The evaluation of any program should have a strong practical and theoretical model which provides the structure and guidance for implementing the evaluation. While many leaders in the field of educational program evaluation recognize that standard program evaluation models are seldom used in their entirety, the identification of a standard evaluation model to serve as a guide in conducting the evaluation is useful. The evaluation model selected for the evaluation of the Bilingual Teacher Education Program is the CIPP (Context-Input-Process-Product) Model, originally developed by Stufflebeam. It is one of the most widely implemented educational evaluation models in existence. A brief description of the purpose for each of the four components follows:

(1) Context Evaluation. To assess the degree to which the program has clearly defined the context within which the program will operate.

(2) Input Evaluation. To assess the degree to which the program's objectives and procedures correspond to the program's context.

(3) Process Evaluation. To determine the degree to which planned procedures are being implemented, and to identify any difficulties associated with the implementation of those planned procedures. Also commonly referred to as formative evaluation.

(4) Product Evaluation. To determine the degree to which program goals have been attained. Also referred to as summative evaluation.

Data were secured by the following data collection procedures:

- Examination of all program documentation relevant to the evaluation, including the funding proposal, promotional materials, recruiting and job placement data and other project records, intake assessment materials, curriculum materials and project-developed student surveys.

- Interviews with the project coordinator.

- Observations of program activities, including classes, advising, and interpersonal relationships among staff.

- Interviews with individual staff members, including those who work directly with project students and those who do not.

- Interviews with the college administration, including the director of MONNACEP, the director of college development, and the president.

- Written survey of students in the program.

- Group and individual interviews with students in the program.

III. EVALUATION RESULTS

This section of the report presents answers to the evaluation questions posed for each of the four evaluation components.

Context Evaluation

Has the college documented the need for a BVT program in heating/air conditioning technician assistant in the Chicago area and how was that need identified ?

Based upon a review of the "Need Statement" part of the funding proposal, the college has not provided sufficient documentation to support the need for bilingual vocational training in the area of heating/air conditioning technician assistant in the Chicago area. The funding proposal does document the presence of significant numbers of LEP persons in the district served by the college, the need for more vocational programs for adults in the state, and the above-average expected growth in employment opportunities for heating/air conditioning technicians, nationwide. However, there is little documentation to support the notions that LEP persons in the area are unemployed or underemployed (although, they probably are), that there is a need for heating/airconditioning technicians in the Chicago area, or that there is a need for technician assistants anywhere. The employment problems of LEP persons in the area and the need for

technician assistants were not addressed by the proposal. The need for heating/air conditioning technicians in the Chicago area was supported by the following statement:

> Information obtained from the College's BST program chairman, the program's advisory committee, statistics on the rapid job placement of BST enrollees, and the number of job advertisements in such sources as the Chicago Tribune suggest a healthy job market for individuals entering this field.

While such sources (advisory commitees, placement data, and classified ads) can provide reliable information, the proposal does not provide the reader with the actual documented comments of the advisory committee, actual placement data, or actual numbers of classified ads with the appropriate dates. In addition, other reliable sources were not consulted.

Input Evaluation

1. What are the project's objectives ?

Based on review of the funding proposal, the project's objectives are as follows:

> 1. To recruit, screen, and select a minimum of 60 limited English speaking unemployed or underemployed adults as vocational trainees by August 1986, February 1987, and August 1987.
>
> 2. To prepare 60 trainees for employment through classwork in heating and air conditioning, along with intensive job-specific ESL instruction.
>
> 3. To place at least 75 percent of all trainees enrolled in the program in jobs in the heating and air conditioning field within three weeks after the final day of classes.

2. Do these objectives correspond to the needs identified in the context evaluation ?

These objectives do correspond to the needs identified in the context evaluation.

3. Does the instructional program design correspond to the project's objectives ?

The program design is excellent and corresponds very well to the project objectives. The program design is divided into three phases: a preliminary phase which consists of necessary program planning, an instructional phase which consists of student orientation and the courses, and the third phase which consists mainly of apprenticeship and job placement activities. In additon to this three-phase plan, the proposal outlines objectives and related activities, a reasonable timeline, and the personnel responsible for each activity. All activities adhere to common and well respected practices in BVT, including the provision of bilingual tutors, bilingual counseling, and intensive VESL instruction.

The only aspect of the program design which is questionable is whether a fifteen week program is sufficient to secure employment in the field of heating/air conditioning. Since it usually takes two years of training to become a heating/air conditioning technician and since the "Needs" portion of the proposal did not document a need for personnel who have less than the credentials of a technician, the program design may not be meeting the true needs of the community, although it does

correspond to the objectives.

Process Evaluation

1. Has the program recruited, screened, and selected 20 students who meet the entrance criteria for each of the three training cycles ?

A complete record of the number of students recruited, screened (into the program), accepted, attended, and graduated for each of the three cycles was provided by the project director (See appendix A). For purposes of this evaluation, the number of students who actually began the program is used. These numbers are 18 for the first, 22 for the second, and 15 for the third cycle. Many more students applied for the program than were accepted. Thus, the project used recruiting procedures that were effective in attracting a large number of candidates. According to the student survey administered by the project director, most students learned about the program through the native language mass media (57 percent), from schools (15 percent), and from native language public assistance agencies (11 percent). Most of the "rejected" recruits were either ineligible (due to a combination of insufficient English, math, and mechanical reasoning skills) or the project could not accomodate many more than 20 students per cycle (due to safety considerations). It is important to note that according to the project coordinator, no students were rejected based on insufficient English skills alone. Thus, the program fell short by eight percent in having the designated number of students enter the program.

Based on project records and on-site observations, the students fit the entrance requirements well.

2. Did the program conduct appropriate intake assessments during the screening process ?

The project employed unusually comprehensive and effective intake assesment procedures. These included an assessment interview in English and a written essay in the native language to assess interest, a written mechanical reasoning test in the native language, an oral proficiency interview in English to rate oral/auralEnglish proficiency, a math computation test, and a cloze test in English to measure English literacy and writing ability.

3. Has the program hired appropriate staff ?

One of the commonest problems in bilingual vocational education is securing staff who have a combination of technical expertise, teaching ability, and bilingual abilities. It is even more difficult to secure staff when all you can offer is part-time positions. Project BEST has been most fortunate in securing a capable and committed part-time staff. The vocational instructor is accompanied by two bilingual tutors (Polish/English and Spanish/English) who also have an adequate technical understanding of the HVAC field. The VESL instructor has had previous training in both ESL and VESL. Both the counselor and job developer are bilingual as well as capable in their roles. The project

director, a full-time staff member, has a background in ESL and has outstanding organizational as well as interpersonal skills.

4. Does the program provide adequate orientation for students ?

According to the student survey administered to students by the evaluator during the last training cycle (See Appendix B), all students felt they had received adequate orientation to the program. Two-thirds of the students strongly agreed and one-third agreed.

5. Does the program provide 15 weeks of bilingual vocational training in heating, air conditioning, soldering, electricity, and refrigeration ?

Based on a review of project documents, interview with the project director and vocational instructor, and on the internal student survey developed and administered by project staff, the program does, indeed, provide fifteen weeks of training in the above areas. Student satisfaction with each of the areas of training are listed below. The range of satisfaction was 1 to 5 with 5 representing the highest degree of satisfaction. Both arithmetic mean (μx) and modal response (Mo) are provided.

Soldering/brazing:	$\mu x = 3.83$, Mo = 4
Electricity:	$\mu x = 3.10$, Mo = 3
Window a/c service:	$\mu x = 3.83$, Mo = 4
Refrigeration:	$\mu x = 3.57$, Mo = 5
Heating:	$\mu x = 3.33$, Mo = 4

6. Does the program provide intensive training in vocational ESL ?

The program provides two and one-half hours per day of vocational ESL instruction, which is two and one half hours per week more than originally proposed. Students were overwhelmingly pleased with the quality of the VESL instruction. Based on the evaluator's survey during the last training cycle, one hundred percent (92 percent strongly agreed, 8 percent agreed) responded that the VESL classes were helpful to them. Based on the project's internal student survey, satisfaction with the VESL component of the program was significantly higher than any other aspect of the program, as indicated below.

Spoken English:	$\mu x = 4.10$, Mo = 4/5 (bimodal)
English grammar:	$\mu x = 4.13$, Mo = 4/5 (bimodal)
Technical English:	$\mu x = 4.43$, Mo = 5
Increased interest in learning English	$\mu x = 4.30$, Mo = 5

7. Does the program provide a four-week apprenticeship experience ?

The program has not been successful in securing apprenticeship opportunities for trainees. This was due to safety/liability concerns on the parts of employers because trainees received much less than the normal two years of training in HVAC, insufficient time to cultivate solid relationships with employers, and a lack of need on the parts of employers for technician assistants which resulted in no perceived benefits to them. Although a few apprenticeship offers were secured, project staff made the decision to turn them down since there were not enough for all of the trainees.

8. Does the program provide appropriate counseling services ?

Based on both internal and external student surveys, students are satisfied with the quality and quantity of counseling they receive in the program. This perception was corroborated by observations of the counseling process and by interviews with students during the site visit. Counseling is provided by the bilingual counselor and project director and, sometimes, by the bilingual tutors.

9. Does the program provide appropriate employability skills training

Based on both internal and external student surveys, students receive appropriate employability skills training from the counselor, the ESL instructor, the job developer, and the vocational instructor. This training focuses on how to find a job in the U.S., how to talk to co-workers and to supervisors, how to keep a job, and how to plan a career.

10. Has the program maintained close ties with numerous potential employers ?

The program has made contact with and maintained excellent relationships with employers in the community. One notable event is a breakfast that was hosted by the program for local employers. Eight employers attended the breakfast. One of the eight had already hired one of the project's graduates and spoke positively about this employee. He stated that although the employee still needed to improve

considered to be an excellent worker. As a result of the breakfast, two trainees received interviews for employment and one was hired. In addition to the breakfast, employers participate on the project's advisory committee and as guest speakers in the classes.

Product Evaluation

1. What percentage of students admitted to the program successfully completed the program ?

Seventy-six percent (42) of the 55 students that began the program successfully completed the training.

2. How many students were placed in training-related jobs ?

Of the 42 students who successfully completed the training, 27 (64 percent) were placed in training-related jobs. This represents 45 percent of the total number of students who began the program and 60 percent of the number of trainees that the grant had proposed to place. It is important to note that the placement rate improved with each cycle of the program. By the last cycle, employers began calling the program in search of potential employees. This increase in job placement occurred because over time, the project gradually built a good reputation and because the target area for employment was shifted from HVAC to building maintenance. This shift was seen as a positive

move by employers, who rarely find building maintenance workers who have knoweledge of heating and air conditioning; by trainees, who could look forward to more stabile work that was less dependant on seasons and unpredictable weather conditions, and by project staff, who could place more students.

3. What other types of benefits have students derived from this program ?

It is important to note that BVT programs can offer more than just placement on jobs and Project BEST is no exception. For example, the average increase in oral English language proficiency was 22 percent while the average increase on the cloze reading test was 27 percent. In addition, five students were placed in more advanced training programs and two students were promoted in their present positions as a result of the skills they had gained from this program. Upon beginning the training, nearly half the students were unemployed and at the completion of the funding period, only four graduates (nine percent) were unemployed.

4. What are other contributions of Project BEST ?

Besides benefiting students, Project BEST has benefited the College, the project staff, as well as the field of BVT. As a result of the presence of this project in the College, the administration is seriously considering hiring a new staff member to teach vocational ESL. In addition, the project has developed two camera-ready curricula: Project BEST: Program and Curriculum Overview and

Project BEST: Vocational ESL Curriculum. These curricular materials will be printed and submitted to the ERIC System and/or disseminated by the OVAE to other vocational programs serving LEP vocational students. Finally, through their experience working with Project BEST, each staff member is now trained and experienced in various components of the BVT model and each can and, hopefully, will be able to apply these unique and much needed skills in other settings. Indeed, the project coordinator has already begun sharing his skills by publishing an article about the program in the Illinois TESOL/BE Newsletter.

IV. CONCLUSIONS

Project BEST has several strengths which have contributed to its successes. First, the project staff has done an outstanding job of attracting numerous potential trainees. By using a variety of promotional and recruiting techniques, including extensive use of the native language mass media, Project BEST has demonstrated to other BVT projects that by using a variety of sources and techniques and LEP persons' native languages, it is possible to attract many trainees.

Although all program components were rated high according to student surveys and the evaluator's observations, the vocational ESL component was consistently rated as the most helpful component, especially with the enhancement of technical English skills. Other program components which were particularly strong were the counseling and the bilingual tutoring.

Finally, the general organization and careful administration of this project were outstanding. Record-keeping, the regular conduct of constructive staff meetings, and the conscientiousness of the project coordinator in monitoring all project activities allowed for many successes, despite difficult odds.

Areas in which the program could benefit from improvement begin with a better needs assessment of the labor market in the community. It was evident early on in the program that few jobs existed for HVAC technician assistants and, therefore, insufficient job placements

could be made. In addition, staff morale, while surprisingly high, was nevertheless affected by the part-time nature of their jobs and by the insufficient office space allotted them.

In sum, Project BEST offered a solid design and was carried out superbly. It could not meet its goals, simply because of the inadequate labor market needs assessment that was conducted during the grant development period and the insufficient time available to create a long-standing positive reputation for itself among employers. Given this limitation, the project did an excellent job of carrying out its objectives. Project staff should be recognized for their ability to address the labor market issue early on and make all possible changes to rectify it. Again, given the limitations in types of jobs available with the training offered, the project did a noble job of placing students. In all probability, if given more time and the opportunity to focus on building maintenance careers, Project BEST could enjoy a much healthier placement rate. Although the job placement rate fell short of their goals, all students benefited from this program and all are more employable as a result.

V. RECOMMENDATIONS

Program modifications are, naturally, within the province of program managers, not program evaluators. The recommendations offered herein represent one objective point of view to be weighed against the realities of time, resources, and program priorities.

1. The College should conduct a more comprehensive needs assessment of the local labor market as well as of the needs of persons with limited English proficiency in the community. Such a needs assessment would be useful for future funding proposals and other resource development activities as well as for future planning for the college and its neighboring community. Both will enable the College to better meet the needs of the community while, perhaps, increasing its own enrollments.

2. If the College finds that there are, indeed, a large number of LEP persons in the community who can benefit from the kinds of training offered there or if federal funding is renewed, all efforts should be made to appropriately combine some of the part-time positions into a few full-time positions. Depending on staff expertise, combining may take place with ESL and counseling, counseling and job placement, or coordinating and ESL. In this way, it will be more likely to recruit and retain competent personnel. In addition, staff should be provided with more and better office space.

3. The College should continue to seek ways to fund BVT programs. In addition, it should make a more generalized effort to make its programs more accessible to LEP persons by institutionalizing at least

some of the components of the program. Two components that would be especially needed are targeted recruiting of LEP persons and the VESL component.

4. The funding agency, in this case the OVAE, should identify specific criteria to be addressed by the needs assessment section of a funding proposal for a BVT program. By specifying the exact nature of the data needed, it can minimize job placement problems in the future. It is much simpler to correct a problem having to do with implementing a program (through technical assistance) than it is to correct a problem that stems from having identified the wrong kind of need.

5. The OVAE should provide multi-year funding to BVT programs with the understanding that funding could be withdrawn if there is evidence that procedures are not being implemented properly and there is little hope for improvement. BVT programs should be viewed as seed monies by grantees and program services should be institutionalized after funding has ended. However, BVT programs need more than twelve or eighteen months to fully develop and make an impact on their host institutions, employers, and communities.

APPENDICES

APPENDIX A

Project BEST

Status Report on Recruitment and Placement as of July 6, 1987

Recruitment, Retention

	Spring 1986 Cycle	Fall 1986 Cycle	Spring 1987 Cycle
Recruited	60	103	89
Screened	29	31	32
Accepted	20	24	17
Attended 1st day	18	22	15
Attended 2nd week	18	19	15
Graduated	10	18	14

Placement

Graduated	10	18	14
Interviewed for job	9	17	14
Offered job	7	15	7
Offered job but refused	1	3	1
Working in HVAC*	4	3	5
Working in related occupation	2	9	2
Enrolled in related schooling/training	1	2	2
Total no. placed	7	13	7
Promoted in present job	2	0	0
Unemployed upon entering program	5	15	7
Unemployed upon graduation	3	6	4
Currently unemployed	0	2	2

* Heating, Ventilation, and Air Conditioning

APPENDIX B

PROJECT BEST: OAKTON COMMUNITY COLLEGE

Student Survey

	YES			NO
1. Did you get a good orientation to the program?	1 (1)	2 (9)	3	4
2. Is the program helping you learn about:				
* a. heating?	1	2	3	4
* b. air conditioning?	1	2	3	4
c. soldering?	1 (12)	2 (1)	3	4
d. electricity?	1 (9)	2 (5)	3	4
* e. refrigeration?	1	2	3	4
3. Is the program helping you with your English?	1 (12)	2 (1)	3	4
* 4. Is the program helping you learn how to find a job?	1	2	3	4
5. Are you happy with the program materials (books, supplies, manuals)?	1 (10)	2 (3)	3	4
6. Is the program helping you with your personal problems?	1 (7)	2 (4)	3	4
7. Do the bilingual tutors help you?	1 (8)	2 (5)	3	4
8. Can you understand your teachers well:				
a. heating/air conditioning?	1 (5)	2 (5)	3 (1)	4
b. ESL (English)?	1 (11)	2 (2)	3	4

* Trainees had not covered these yet in the program

1. How did you hear about the program?

Spanish TV - 2	On TV - 3
Polish radio - 2	Polish newspaper - 3
Brochure - 1	Polish welfare office - 1
Newspaper - 2	Coordinator visited my school - 1

2. What do you like best about the program?

Shop - 1	Lab - 2
Getting both English & HVAC - 2	
Teachers and Lab work - 2	
Learn English - 6	A/C Book - 1
The opportunity to learn a career - 1	

3. How is the program helping you?

Improving my English - 6
Increasing employment opportunities - 6

4. How can this program be better?

Less theory and more practice - 8
more programs
change time 5-10

5. What is your native language? Spanish - 8 Polish - 5

6. Do you have a job now? No - 9 Yes - 4

What kind of job?

ERIC Clearinghouse for
Junior Colleges
SEP 18 1987